

Hobson students give the Wang a workout Computers come to rural schools

What possible teaching tool could make high school students implore their teacher to let them spend time after school on a Friday in spring?

Montana Schools recently journeyed to Hobson High School to seek the answer to that question and to interview Dr. William Stannard, professor of mathematics at Eastern Montana College.

The answer turned out to be a small computer with colossal capabilities. And the interview, highlighted below, turned out to be a conversation with a dynamic individual who made his concern for Montana's rural students into a rare learning opportunity.

At 4 p.m. when *Montana Schools* interviewed Dr. Stannard, approximately 15 high school students were hassling each other to take a turn on the Wang 2200. As a teaching tool, the Wang 2200 computer evidently combines the best of both worlds, offering students excitement and fun while they learn computer programming.

To pique student interest, the computer is capable of playing games such as football, basketball, bowling, golf and chess. It also charts biorhythms and offers a close encounter with intergalactic space maneuvers through a programmed series called "Star Trek."

Once students feel comfortable interacting with the computer, they are encouraged to write their own programs. On the afternoon of the interview, Hobson students wrote a program calculating the trout population growth in nearby Ackley Lake.

Rick McIntyre, mathematics teacher at Hobson, says he can use the computer in all his classes from 7th grade math to algebra to physics.



The man responsible for Hobson's ability to have the computer is Dr. William Stannard and *Montana Schools* highlights his comments below.

How were you able to provide this service to Montana's rural schools?

About a year and a half ago the National Science Foundation announced that some money would be available for projects which would involve the training or classroom assistance of secondary teaching in mathematics and science. When this money became available those of us in Montana decided we would like to apply for some of these monies. I made application to the National Science Foundation and was awarded about \$36,000.

What does the grant provide for Montana schools?

Well, the nub of the project that I have going involves the leasing of five stand-alone computers and transporting these computers to rural Montana secondary schools. We transport these computers to the smaller schools and give the schools about a three-hour orientation on how to use them in their classes. We leave the computer at that particular school for about three weeks. Then we come and pick up the computer and take it down the road to the next school and replicate the program. This year we are hitting 45-50 high schools. We have a computer being operated out of Glendive through Ralph Lenhart at Dawson Community College; we have one being operated out of Flathead Community College by

Bayliss Cummings; one out of Montana State University by Larry Ellerbruch; one out of Great Falls by Ken Meske at CMR and, of course, I am operating out of Eastern Montana College in Billings.

Is this a renewable grant? Do you plan to do this again next year?

Yes it is. In fact, I was just called by the National Science Foundation and they gave me a very strong indication that I would be refunded for next year.

What are your plans for next year's program?

The program next year would be one which would involve different secondary schools. So, including the ones we have involved this year, next year if we hit another 50 we will have very close to 100 secondary schools in Montana, which is a significant impact. The centers next year will be at Bozeman, Great Falls, Glendive, Billings and Missoula. We are going to move the center from Kalispell down to Missoula because we have just about saturated the northwestern part of the state.

Do you have any estimate on the number of students you have reached?

That's hard to say. In some of the schools we've hit 80-90 percent of the students. For example, I was thinking of one small high school where they have 22 students. Out of 22 students, 18 of them learned how to program the machine.

Is there concern over the fact that the computer has been pro-

grammed to play several games?

Yes, but the games are just a come-on. Actually, the kids playing games is what I consider to be a first step. Students very rapidly become tired of playing the games in most instances and then they start doing the thing where there is real challenge—they program the machine themselves. I've been very amazed at the progress that some of the students have made in the three weeks they have had the machine. We've seen some very dramatic programming. Many of the students in three weeks of using the machine have established programming capabilities that are beyond my own. They are writing programs that are indeed very involved. That, in my opinion, is the real payoff, when they invest their creativity and cause the machine to do the kinds of things they want—that's when you make progress.

In the future do you see a computer such as this as an integral part of the classroom?

I think computers such as this will be common place in many of the schools within ten years certainly and probably within five. I expect that within five years we'll see a number of these computers in the schools because the price of these machines runs anywhere from \$600 up. You can get a system comparable to this somewhere in the neighborhood of \$5000-\$6000.

Where can interested schools obtain more information about this program?

Interested persons can contact me at Eastern Montana College. If our grant is renewed, which is highly probable, we will start the program earlier than we did last year so we will be taking applications this spring and next fall.



Libby: a leader in community education

Contributed by Harley Paulson,
Community Education Director

What do Jack the baker, Mary the nurse, Jodi the C.P.A., Lee the businessman, Don the teacher, Kay the housewife and Karl the builder, have to do with community education?

They are community education. Jack teaches cake decorating and Jodi teaches advanced accounting for adult classes. Mary is an interested, county health nurse who helped organize a needed course in family nursing. Don is an elementary teacher and a community education coordinator who works with the community school program at his school. Kay is an interested, dynamic woman who is a member of a community school council. Lee is a chamber of commerce officer who represents the business and professional people of the community at district community education advisory council meetings. Karl plays a dual role as a member of the school board and community education advisory council, keeping communication lines open between the two groups. These are people helping people—community education is the community. As the national slogan for community education describes: "Everyone learns, everyone teaches."



Photos by Jon Kaps

COMMUNITY EDUCATION DEVELOPS IN LIBBY

Community educators believe that the schools belong to the public all the time, not just eight hours a day for 39 weeks of the year. Since the schools belong to the public, they should be used by the public. Furthermore, public was no longer defined as children between the ages of 5 and 18, but rather individuals from 1 to 101.

Since its fledgling start 40 years ago, community ed has taken some giant steps forward throughout the country. Programs now exist in all 50 states. Montana was one of the last states to implement the concept. The Montana Center for Community Education became a reality in September 1976. Six months later, Libby Public School trustees became the first school district in Montana to endorse officially community education. Libby's move in-



to this area is not surprising. In addition to being a school district with a professional staff eager to delve into the new concept, Libby Public School's philosophy and necessary support was controlled by a visionary board of trustees.

Just prior to the presentation of community education in Libby, serious consideration was given to a year-round school concept, an intergovernmental summer recreation program was established and a growing adult education program was in existence. In addition, there had been interest in local community college courses. So, in February 1977, Libby had a school board which had examined out-of-the-ordinary educational concepts. The skids had been greased for the community ed movement in this logging community of Montana's northwest corner.

Both the school board and the school administration realized that education is much more than schoolhouse learning. To utilize more fully the school facilities seemed to make good sense. They reasoned that having good schools was everybody's job and that having a good community was also everyone's responsibility. Establishing the process by which parents, students, teachers and the general community could share in the responsibility for the solution of school and community problems was one of the hopes for Libby's community schools.

School facilities represent large investments of tax dollars on the part of the people, the board reasoned. So, it seemed fair that these facilities should be utilized as much as possible by those stockholders. Existing services should be provided a maximum amount of time, and community ed opportunities be extended or new services developed.

Community ed is not merely an extension of adult ed. It is not just opening the doors to more community groups. It is a process of organizing and activating the community.

The purpose of having community schools in Libby is to:

- develop procedures which allow people to help themselves;
- integrate the many resources now in the community, to encourage new ones, and to assist all groups in bringing needed and desired services to the people;
- use existing school buildings more completely with less duplication of facilities and efforts in providing social, recreational, cultural, skill and academic opportunities;
- unify the educational program with constant endeavors to attend to the whole person, the whole family, the whole community.

COMMUNITY IS THE KEY

The key word in the title "community education" is the word community, because no program exists without the consent of the community. In other words, the citizens of Libby determine courses, activities and programs making up this total concept called community education. To achieve such involvement, an organization of some kind is necessary. Public councils acting as legislative bodies, together with directors and coordinators acting as administrators of council action, comprise the primary organizational features at Libby.

The top level of leadership for community education is the board of trustees, with the district superintendent on the next level. Working directly with the superintendent, but shouldering most responsibility for the program is the community education director. This director works closely with a 15-member advisory council as well as with the principals and community education coordinators at the three community schools.

The Libby District Community Education Advisory Council is a rather large group, representing a wide cross-section of the community. Currently, council members represent education, business, labor, senior citizens, medical services, service clubs and organizations. The community advisory council offers guidance to the community ed director, who, in turn, sees that the programs approved by the council are implemented.

The primary council is the district-wide community advisory council. The job of this group is to: assess needs and priorities, gather information, involve appropriate agencies, take action, evaluate results and continue program development and evaluate progress.

In addition to the district-wide community advisory council, there are smaller councils that exist within the neighborhoods served by the

schools. These groups plan and organize specific programs for that neighborhood. The school is viewed as a community center for these activities.

The major job of the director is to see that the decisions and recommendations made by the council are carried out. The director's typical duties include scheduling activities, developing cooperative agreements between agencies, budgeting, coordination of professional opportunities for the teaching staff, coordinating adult basic ed programs and developing suggested programs for youth and adult groups. In total, the director must ensure that the community ed program is a comprehensive, functional operation.

The position of community school coordinator is similar to that of the director but on a smaller, local level. Each community school coordinator works with the principal and council to coordinate the use of the school facilities, serves on the local council, helps implement programs and activities of the group and serves as a member of the larger district council, thereby keeping lines of communication open.



STATE OFFERS ASSISTANCE

At the state level, the Office of Public Instruction and the Center for Community Education at MSU have launched a coordinated effort to assist community ed development in local school districts and to organize the development of community ed statewide. Other functions of these community ed centers are:

- dissemination of information about the philosophy of community ed and the community school concept;
- consultant services and technical assistance to communities and agencies interested in implementing or expanding community ed efforts;
- training through pre-service, in-service, academic, and non-academic workshops and institutes;
- evaluation and assessment services to assist in the continual improvement of comprehensive community ed programs and processes.

In December 1977, a community ed task force met in Helena to de-

velop state goals. A federal grant application has been prepared by the Office of Public Instruction as a result of this task force. If funded, this grant will assist with community ed awareness and development statewide. Currently, a number of school districts are considering community ed programs or are in the process of developing programs. Community ed awareness workshops were sponsored by the Office of Public Instruction, Cooperative Extension Service at MSU and the Center for Community Education Development also at MSU, under a grant from the Montana Committee for the Humanities.



EXCITING THINGS HAPPEN

A typical community school program is made up of a wide variety of activities. These activities may be viewed as educational, recreational, social, cultural, civic and community. One of the major characteristics of a community school program is its ability to develop and conduct a program of activities conceived and planned by the people of the neighborhood, according to their wants and needs. This means that specific classes, activities, events and projects vary from community school to community school because every neighborhood is different, every school is different, and every person is different.

The schools make excellent community centers because:

1. They are centrally located in each neighborhood.
2. They have facilities adaptable to broad community use.
3. They have the human resources for identification and solution of human problems.
4. They are owned and supported by the public.
5. They are nonpolitical.

Some very exciting things are happening in the three schools that serve the area as community centers. So far an average of 150 people per school have been involved in community school programs, projects, classes and other activities. An ever-increasing percentage of these people are children. Residents are participating in father-son and mother-daughter gym activities, energy seminars, skill instruction, club meetings, pot-lucks, movies, noon-hour recreation and hobby instruction, in addition to the established use of school facilities for scouting programs, tutoring and adult education classes.

The 1977-78 adult ed classes served over 900 citizens this year in 75 different courses representing a



growth of more than 30 percent in one year. All schools within the district were utilized.

Local agencies are participating in bringing improved services closer to the people. A city-county-school district summer recreation program is being planned again for this summer with expanded offerings and in additional locations to serve more young people. The county extension office and community ed office are working jointly on sponsoring classes and informational meetings. Local business and interest groups are recognizing the delivery system available to them through community ed and are working to co-sponsor children's theater productions, energy seminars and other community events.

NURSING NEEDS SATISFIED

One of the themes of community ed is that within every community the resources usually can be found to solve community needs. For example, in Libby there was a need expressed from citizens that qualified help was not available in the city to assist the elderly, chronically ill or recently discharged hospital patients in their homes. This need was expressed and discussed with social service offices, senior citizens groups and the county health nurse. The motivational force here was an interested and dedicated county health nurse who investigated the problem.

The options available were to work through an agency such as the Red Cross, Lincoln Co. Health Department, or community education to develop a series of classes which could train people in family health nursing. Community ed proved to be the most attractive route to explore because of cost, facility, administrative organization etc. Community ed was chosen as the vehicle through which these community health needs could be satisfied. Organizational meetings involved representatives from local doctors, the county health nurse, community ed, social services and the hospital. The structure was developed for a community ed course in family nursing to be offered next session. Based on local needs, curriculum was developed, lesson plans written, and instructors secured for the course. Other agencies supplied tests and resource material, sponsored tuition for a few students, and supplied special equipment for class instruction. This is one example of the local agencies and community schools joining hands in a partnership effort to help the community develop answers to its problems.

INVESTMENTS WORTHWHILE

These expanded services and programs represented by the development of community schools and a community ed office did not happen without additional monies, but the rewards are well worth the investment.

The current community ed program is providing services for over 1,000 persons. Budget projections for next year show an estimated cost of 85 cents per participant, in addition to money collected through tuition. Also, each school has the potential of fund raising for necessary projects, and sometimes nominal charges are made to pay for such things as craft supplies and film rental costs.



Salaries for the community ed director and coordinators were the largest investment made by the school district. These are currently part-time positions; these people have other duties and responsibilities in addition to community ed involvement. In terms of actual expenses, those administrative salaries represent about one-half of one percent of the total district budget. The adult ed classes in Libby are self-supporting; salaries and supplies are paid for by revenue generated from tuition or fees for classes.

Currently, Libby is not supporting its community ed program with any state or federal funds other than funds for the adult basic ed program. The state center for community ed and community ed office within the Office of Public Instruction have provided films and printed materials for local use. In addition, the community ed center at MSU assisted with training costs for inservice and out-of-state visitations.

Our costs are minimal. There is very little expenditure for maintenance or utilities. These costs are insignificant when compared to the services a community ed program renders and the potential savings to the taxpayer. Vandalism has been found to decrease when "the" schools become "our" schools and people are constantly using them. As a result of a December 1977 meeting, the Montana Board of Crime Control's Youth Justice Council, placed as its highest priority the support of the community ed effort.

Adult basic ed classes prepared a large group of people to live and function better within our community. An enhanced student self-concept and a more positive attitude towards education by these people, illustrates the kind of rewards Libby's community ed investment is bringing. Classes and activities that enable people to obtain employment or to better themselves stimulate the economy by removing these people from public assistance programs or improving their standard of living.

What are some of the more important contributions of the community schools program?

1. It fosters a sense of pride in members of the community.
2. It encourages support of the school program.
3. It enables the community to completely utilize facilities.
4. It established a process by which parents, students, teachers and the general community may participate in, and more fully share the responsibility for solution of school and community problems.

AROUND THE CORNER

The future of community ed in Libby is limited only by the imagination and energy of the community members themselves. During our eight-month partnership in community ed, many ideas have been realized. Many more dreams for Libby's community ed future have been generated. Consideration is being given to involving additional sites as community schools to serve the people better geographically. The initial steps toward developing an adult learning center have begun. Hopes exist to establish a cooperative agreement with the local job service and major industries to provide job-related training.

Another goal will be to develop a resource clearinghouse to assist local citizens in finding outlets for their skills and for the consumer to find competent people to work at specific tasks. Educators and local organizations could benefit from a resource list of speakers. Another list could describe suitable field trips and specialized training sites for classes.

New ideas and challenges are around every corner. Jack the baker, Mary the nurse, Jodi the CPA, Lee the businessman, Don the teacher, Kay the housewife, and Karl the builder all agree that the traditional school operating six hours a day, five days a week, 36 weeks a year, is a luxury this area cannot afford. Too many Americans are functionally illiterate. Too many of our youth are choosing unacceptable alternatives for the use of their free time. Too many Americans are unequipped to meet the job market. Too many Americans are lost in the void of leisure time. Wasted talent and unused resources in our communities must be channeled toward more productive endeavors.

WORTH WORKING TOWARD

The community school concept demonstrates that public institutions can be compassionate without coddling, charitable without condescending and responsive to human needs without robbing the recipient of self-respect.

The community school process is not a program for poor people. It is not a program for old people. It is not an adult education program. The community school program is for all people. It is people reaching out to inspire themselves and their community. It is a process of schools becoming what the people involved in them are becoming. It is a change in a time of change.

The community schools can act as a catalyst for involving the community. That seems worth working toward—by all of us. If the community is willing to support the idea and work to make it succeed—**COMMUNITY EDUCATION CAN MAKE A DIFFERENCE.**



Indian Ed Conference in Missoula well-attended

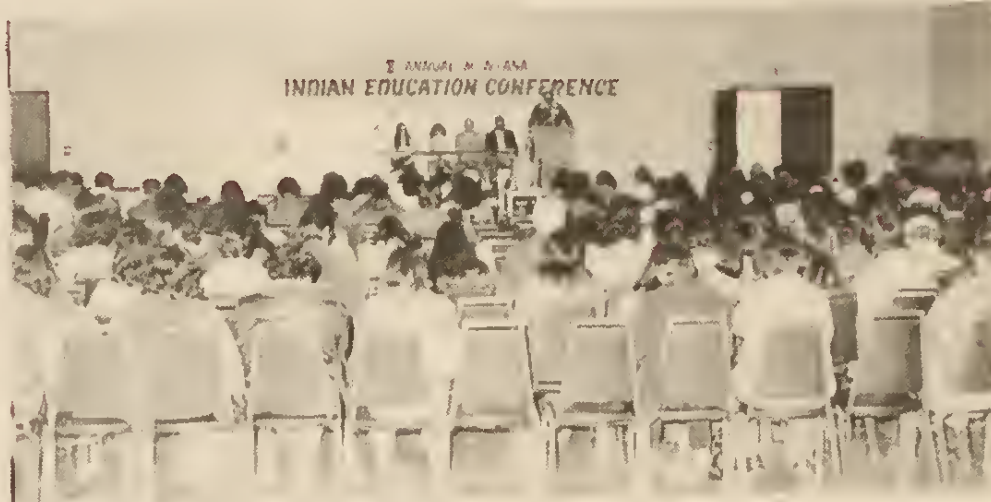
Superintendent of Public Instruction Georgia Rice and Dr. Murton McCluskey were the featured speakers at the 8th Annual Montana Indian Education Conference in Missoula on March 23-24. Mrs. Rice emphasized the need for local control of public schools and the importance of Indian people being involved in the forming of policies and programs affecting their children, while Dr. McCluskey, director of Indian studies in Great Falls, expressed the need for teachers to recognize that all students differ in ability and come from different environments and cultural settings.

Approximately 425 people attended this year's conference which was highlighted by a buffalo banquet. Dr. Robert Swan, director of the Fort Belknap Education Department, gave the banquet address. He indicated that Montana is a leader in the area of Indian education and described the steady progress of Indian people over the last ten years in Montana educational programs.

Bob Parsley, manager of the Indian Education Division, Office of Public Instruction, for the past five years, was presented with a traditional war bonnet by Merle Lucas on behalf of the Assiniboine-Sioux tribes of the Fort Peck Reservation and a handmade star quilt by Helen Ricker, member of the Fort Peck Johnson-O'Malley Education Committee, honoring him for his dedicated service to the Indian people of Montana in the field of education.

Several education-oriented workshops made up the second day of the conference. Two of the most popular workshops dealt with Indian studies resource materials, presented by Dr. McCluskey, and one done by Dr. William Taylor of Great Falls, who gave participants advice on solving problems and described procedures involved in working between a child's home and the school system.

The conference was sponsored by the Office of Public Instruction in cooperation with the Center for Native American Studies, University of Montana.



Photos by Frank Shone.



SAM recommends teacher ed improvements

As the second in a series of articles highlighting these panel presentations, *Montana Schools* features the following remarks which were submitted by Gary Holm, chairman of the School Administrators of Montana Teacher Certification and Preparation Committee.

1. In addition to the present practicum for undergraduate teachers we recommend that during the sophomore year in college each candidate be required to participate in at least 120 hours of observation time. This observation period would be a pre-requisite to student teaching but have no credit attachment for the student and no honorarium for the participating teacher. (This observation time could be accomplished in the student's hometown prior to the fall college session. This would alleviate the conditions in college and university towns with regard to observing personnel.)

2. We recommend an administrative practicum at the graduate level for prospective school administrators. This practicum shall be a minimum of 360 hours of participation. This would be similar in nature to

student teaching. The practicum would be accomplished in the administrative position which is being studied for (superintendent, central office, principal etc). This practicum would be given 8 quarter credits.

3. For the improvement and standards of student teaching, each student teacher shall have a minimum of a 10-week student teaching experience. Of this student teaching experience, at least the first week must be observation time and at least the last 3 weeks the candidate must have total classroom responsibility. The middle 6-week period would then be used to personalize the experience for the individual candidate. Throughout the 10-week experience there is required a minimum of two seminars at the university unit where the candidate can bring his or her experiences to other candidates during that session.

4. The university units must prepare fewer broadfield majors for the teaching profession. Each teacher candidate must have one of the following: a. a major and minor, b. 2 majors, c. a major and 2

minors.

5. When a teacher is recommended for certification by a university unit in a subject area, that candidate must have preparation in all phases of that subject area, ie: English—preparation in grammar, spelling, punctuation as well as literature.

6. Each instructor or professor at the university level who prepares teachers be required to spend 360 hours each 5 years in the public school classroom in his or her area of specialization.

7. In the preparation of special education instructors, require that each candidate have a minimum of 6 weeks student teaching experience in the regular classroom in addition to the 10-week teaching experience in the special education classroom.

8. All candidates for teaching credentials be required to take one 3-quarter course in reading remediation.

9. The present 30 quarter credits for counselor endorsement is sufficient. Do not increase this requirement for public school counselor certification.

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'Equal Justice Under Law' available to all schools

The highly acclaimed television series "Equal Justice Under Law" will be rebroadcast as a two-part special on April 23 and April 30 with unlimited permission for copying and use by educational institutions. Schools are invited to record the series as it is broadcast. The films also may be borrowed, free of charge, from Association Films, 915 N.W. 19 Ave., Portland, OR 97209. You also may copy the films onto video tape while you have them. The five 30-minute programs were produced by WQED-TV, Pittsburgh, with funding and consultation from the Bicentennial Committee of the Judicial Conference of the United States, Chief Justice Warren Burger, Honorary Chairman. Permission to copy the programs is granted by this committee.

The objective of the series is to inform educational and general audiences of the early history of the American court system as dramatized in four historic cases.

Three films depict and comment on the actions of the Supreme Court, then led by Chief Justice John Marshall, in *Marbury v. Madison* (affirming the Court's role as an interpreter of the Constitution), *McCulloch v. Maryland* (national sovereignty in relation to state claims), and *Gibbons v. Ogden* (creation of a national "common market"). The other two, *United States v. Aaron Burr* (Parts I and II), treat defendants' rights in the context of Burr's treason trial. A comprehensive teaching guide is available from the National Audiovisual Center (address given at end of article) or from your local PBS station (KSPS-TV in Spokane or KUED-TV in Salt Lake.)

Marbury v. Madison

36 minutes, color, 1977. Who determines what the Constitution means—what is and is not constitutional? This 1803 case established the Supreme Court's responsibility to review the constitutionality of acts of Congress. In the process, two great American statesmen, President Thomas Jefferson and Chief Justice John Marshall, confronted each other on the relative power of the judiciary. Videocassette No. 010228/RR, \$120, 16mm Film No. 008777/RR, \$168.

McCulloch v. Maryland

36 minutes, color, 1977. Can states tax the operations of the federal government? In this unpopular decision the Supreme Court dealt a great blow to a claim of states' rights by striking down Maryland's attempt to tax a federally-chartered bank. The decision for *McCulloch* enhanced congressional power and

reaffirmed the vitality of the federal government. Videocassette No. 010229/RR, \$120, 16mm Film No. 008778/RR, \$168.

Gibbons v. Ogden

36 minutes, color, 1977. Who has the authority to regulate commerce, the states or Congress? In this precedent-setting case which linked states' authority to license steamboats in federal waters with a seemingly unrelated issue—slavery—Chief Justice Marshall interpreted the Constitution to give the federal government the duty to determine the rules of commerce, thereby laying the foundation for an American "common market" nearly a century before Europe enjoyed it. Videocassette No. 010230/RR, \$120, 16mm Film No. 008776/RR, \$168.

United States v. Aaron Burr

77 minutes (in two parts), color, 1977. Should the President of the United States have to appear in court when a judge requires him to be a witness? Is an accused traitor entitled to all fair-trial rights guaranteed by the Constitution? Chief Justice John Marshall presided over the trial of Aaron Burr and strictly adhering to the Constitution, he stepped between Burr and death; and the doors were closed against government abuse of the treason charge. Videocassette No. 010227/RR, \$230, 16mm Film No. 008779/RR, \$300.

The entire series can be purchased on 3/4" videocassettes for \$550 or on 16mm film for \$750 from the National Audiovisual Center (NAC), National Archives and Records Service, General Services Administration, Washington D.C. 20409. Checks should be made payable to the National Archives Trust Fund.

OPI seeks art for display

The Office of Public Instruction again is soliciting from Montana schools contributions of student artwork for display in the Capitol office reception area. The artwork should be flat, requires no special mounting and can be from any grade level. Schools are requested to submit up to 12 items. For information and scheduling for the next school year, please call 1-800-332-3414 and ask for Tamara Stromquist, Publications Consultant.

WHO'S NEWS



Barbara Duffy, administrative secretary to Superintendent Rice, recently resigned to accept a position as executive secretary to David E. Fuller, Commissioner of the Department of Labor and Industry.

Barbara had served the Office of Public Instruction under four superintendents: Mary Congdon, Harriet Miller, Dolores Colburg and Georgia Rice.

At a farewell luncheon for Barbara, Superintendent Rice commended her for her many years of loyalty, dedication and service to education in Montana.

Carol Wolfe, who formerly worked in the Division of Public Information has been promoted to fill Barbara's position.



At the recent 8th Annual Montana Indian Education Conference in Missoula, Bob Parsley, manager of the Indian Education Division, Office of Public Instruction for the past five years, was presented with a traditional war bonnet by Merle Lucas on behalf of the Assiniboine-Sioux tribes of the Fort Peck Reservation and a handmade star quilt by Helen Ricker, member of the Fort Peck Johnson-O'Malley Education Committee, honoring him for his dedicated service to the Indian people of Montana in the field of education.

EDUCATORS VISIT ROUNDUP

Educators from central Montana recently converged for a training and observation workshop. Roundup hosted the program for representatives from Judith Gap, Roy, Fergus County Schools, Denton, Moore, Hobson, Winnifred, Melstone, Harlowtown, Ryegate and Lewistown. The program, billed as a "Look, Care, and Share Day," provided opportunities for the teachers to meet and exchange ideas in the area of special education. The program was coordinated by the Central Montana Learning Resource Center of Lewistown and the Roundup Schools.

Superintendent Bob Krogh welcomed the teachers in the morning and principals Gerald Hopkins and Jay Erdie explained the organization in their respective buildings. Hopkins elaborated on the ideas of the workshop and the plans to expand the program for future years. The teachers then were able to visit classrooms—observing students, materials and audiovisual equipment.

During the afternoon, high school teacher Peggy Breen led a discussion of the effects of the new Public Law 94-142, as it relates to resource students. The regional office provided materials and led a discussion on the responsibilities of the total staff in developing individual programs for special education students.

A mock Child Study was given by the Roundup staff with members including Rene Wanchena, Rick Wright, Ramona MacKay, Candy Dodson, Gail Helgeson, Marie Rath, Breen, Erdie, Hopkins and Krogh. A question and answer period with an exchange of teacher ideas followed the panel.

According to many present, the workshop was valuable and one of the finest held for the teachers.

NEWSLETTERS

Pupil Transportation Safety

CONSULTANT
TERRY BROWN



"BUS TRANSMISSIONS"

MONTANA CONFERENCE FOR PUPIL TRANSPORTATION

The conference steering committee members, Don Waldron, chairman; Dennis Espeland, Carol Romsa, Jim Romsa, Norman Meili, Tom Cassidy, Carl Whitmore, Gene Lucas, Pat Klingman, Rod Johnson, Steve Jones and Roberta Sullivan are busy making plans for this summer's conference. The conference will be held at the Ramada Inn in Billings, July 12 through 14.

I have included the tentative agenda. The workshop session topics should stimulate your interest. Whether you are a school administrator, bus contractor, transportation director, bus driver or county superintendent, you should find this conference interesting and informative.

Start making plans now to attend our conference which will be the biggest and best yet. After all, "SAFETY is our BUSINESS!"

BUS DRIVER OF THE YEAR AWARD

Each year the Conference for Pupil Transportation selects a "Bus Driver of the Year." Anyone can nominate a bus driver for this award. If you know of a school bus driver who is deserving of this award for dedicated service, write a letter explaining the reasons this person is a good bus driver, the person's years of service, community involvement etc. He or she then will be considered for the award.

Mail your letters to Carl Whitmore at Melstone 59054. Time is short, so get those top bus driver nominations to Carl as soon as possible.

The "Bus Driver of the Year" will receive a plaque and be honored at the conference this summer in Billings. If you have any questions concerning this award, give me a call on our office hot line 1-800-332-3402.

NAT. HIGHWAY TRAFFIC SAFETY ADMINISTRATION HIGHWAY SAFETY STANDARD NO. 17 (Pupil Transportation Safety)

"At least twice during each school year, each pupil who is transported in a school vehicle shall be instructed in safe riding practices, and participate in emergency evacuation drills."

T-10 NOTE

School Bus Inspections - please note on the inspection form T-10 that the vehicle identification number should be taken from the registration receipt or title. According to state law, this vehicle ID number has to match on both the T-10 and T-1 forms. If it doesn't you will receive a "O" rate.

197B Theme -- "SAFETY is our BUSINESS"

Wed. - July 12

7:00 a.m. - 4:00 p.m.

Registration

8:00 a.m. - noon

Multi-media First Aid (8-hour course required for driver certification)

Defensive Driving Course (8-hour course required for driver certification)

Noon - 1:15 p.m.

Luncheon - Keynote Speaker

1:30 p.m. - 5:30 p.m.

Multi-media First Aid (second session)

Defensive Driving Course (second session)

7:00 p.m. - 8:00 p.m.

No-Host Hospitality Hour

8:00 p.m. - 11:00 p.m.

Dance

Thurs. - July 13

7:30 a.m. - 9:00 a.m.

Contractors' No-Host Breakfast Business Meeting

Administrators' No-Host Breakfast Business Meeting

Drivers' No-Host Breakfast Business Meeting (presentation of awards - each association)

9:30 a.m. - 11:30 a.m.

Workshops

1st Session - "How to hire and fire a school bus driver"

2nd Session - "Job description & evaluation of bus drivers"

Noon - 1:00 p.m.

No-Host Luncheon

1:15 p.m. - 2:15 p.m.

3rd Session - "Duties and responsibilities of bus drivers"

2:45 p.m. - 3:45 p.m.

4th Session - "Duties and responsibilities of school administrators and contractors"

5:30 p.m. - 7:00 p.m.

Social Hour and Barbecue

8:00 p.m. - 11:00 p.m.

Dance

Fri. - July 14

8:00 a.m. - 9:00 a.m.

Breakfast Buffet (presentation of main awards)

9:15 a.m. - 11:00 a.m.

Business Meeting

11:00 a.m. - 11:30 a.m.

Conference Wrap-up

11:30 a.m. - 12:30 p.m.

Steering Committee Luncheon

HAVE YOU BEEN:

Encouraging inservice training for your drivers? Making arrangements for evacuation drills for all bus riders? Cooperating with drivers and transportation directors on discipline problems on buses?

INSERVICE TRAINING

Our office now is working with the Board of Public Education in trying to set up our Bus Driver Inservice Training Program. We are proposing to have all school bus drivers enrolled in a state-approved bus driver inservice training program during the 1978-79 school year. I will keep you informed of this development.

SCHOOL BUS ACCIDENT REPORTING

The Office of Public Instruction supplies the forms, **School Bus Accident Report T-B**, by which the school board or its administrator or transportation director is to report all accidents to the State Superintendent (Pupil Transportation Safety Office). A supply of these forms will be sent on request. Too frequently the report of a school bus accident is received by the Office of Public Instruction from the Montana Highway Patrol without the school having submitted the required report. If arrangements are made for contractors to supply the Office of Public Instruction form directly, the school also should be notified when accidents occur.

TAX-EXEMPT LICENSE PLATES

Because of the rising costs of pupil transportation for bus contractors and school districts, this office would like to work with the legislature on establishing tax-exempt license plates for contractors. This added cost is paid for by school districts in more expensive bus contracts which in turn comes out of the taxpayer's pocket. Please let me know if you have any ideas or suggestions on how to pursue this change.

SAFETY TRAINING

Contributed by Jim Dunlap, School Bus Fleet

When the sun is shining and the roads are dry, the costs of two-way radios, snow and mud tires, chains and safety training appear very high -- and they are. Evidence of this fact is given by the safety programs outlined in several of this issue's articles. But what is the cost of the alternative? Somewhere along the way we have gotten our priorities mixed up.

Almost every governmental agency is setting standards and adding costs to the price of a school bus. There is no question that the state of the art in bus design left much to be desired several years ago, but that is history. Today's school bus is about as safe as it's going to be. What's needed today are not new seats or methods of joining sheet metal. What's needed is training--driver training, pupil training, police training, fireman training, training of anyone who could even remotely be involved in the transportation of school children.

Unfortunately, training costs money. It's ironic, but it seems many districts think nothing of sending a gym teacher to a seminar to learn the latest in knee-bends, or a biology teacher to the jungle to learn the social behavior of monkeys. But they turn blue at the thought of spending a few dollars to train a driver whom they entrust with the lives of 50 or 60 children twice each and every day of the school year.

CONSULTANT BRIS SKILES



School Food

Services

FALL WORKSHOPS

The Division of School Food Services in conjunction with the Montana School Food Service Association is sponsoring a workshop for all cooks and manager/cooks whether members or not. The workshops will be held in Missoula at Hellgate High School Aug. 15, 16 and 17, and in Billings at Lewis and Clark Junior High School Aug. 22, 23 and 24. This year's format will emphasize food preparation techniques and demonstrations. Equipment vendors and food suppliers have been invited to display their wares. Each workshop will include a no-host banquet. Interested persons are asked to make their own travel and lodging arrangements.

CASH VALUE OF PURCHASED FOODS

The last Monthly Financial Report submitted to the Division of School Food Services for the 77-78 school year is to include, in item 25, the cash value of purchased foods being carried over to the next school year. This value will be used as a factor in determining meal costs.

END OF THE YEAR INVENTORY OF USDA DONATED FOODS

Schools will be receiving the inventory sheet for USDA foods in May. This inventory should be taken after the last meal is served at the end of the school year. A physical count of full units of USDA foods are to be included. Partial cases, balers etc., need not be listed. The Shipping Information Form will be sent at the same time. Send one copy of the completed inventory and Shipping Information Form to: Manager, Division of School Food Services, Office of Public Instruction, Capitol, Helena 59601. Retain the other copy for your records.

SUMMER FOOD STORAGE

We recommend schools utilize USDA foods the year they are received, with the exception of allocations distributed at the end of the school year. Generally USDA foods should not be carried from year to year. If they must be stored for the summer months, the school district is responsible for protecting the food. Store dry goods in a ventilated area free from possible rodent and insect infestation. Frozen and refrigerated foods should be stored in a reliable freezer or refrigerator with a thermometer to indicate the temperature. All USDA food must be safeguarded. If cheese is frozen, the texture will be crumbly when thawed, thus making it difficult to serve as a wedge for side entrees.

Have a pleasant summer! We look forward to working with you again next year.

NUTRITION EDUCATION WORKSHOP

A one-week nutrition education workshop will be held June 12 through 16 and is set tentatively for Carroll College in Helena. Anyone may participate. Those especially interested might be teachers, college students, nurses, health and/or physical education instructors and school food manager/cooks. The three-credit course will include nutrition goals for each grade level, basic nutrition including weight control, cultural nutrition of Montana and the United States, innovative teaching methods and available resources.

KINDERGARTEN TEACHERS' CONFERENCE

A 1½- to 2-day conference will be held for kindergarten teachers Oct. 21 and 22 in Great Falls. All topics will be suitable for personnel working with five- and six-year-old children. One of the workshops will be nutrition education which will include basic nutrition, teaching techniques and hands-on activities.

For further information on the Nutrition Education Workshop or Kindergarten Teachers' Conference contact: Ann Ferguson, Nutrition Education Consultant, Division of School Food Services, Office of Public Instruction, Capitol, Helena 59601, 449-2501.

FOR SALE: Cup can oven, holds approx. 75 cans. Contact Roy Foster, Supervising Teacher, Gallatin Gateway School, Gallatin Gateway 59730.

The following menus were developed by school lunch personnel throughout the state.

Monday, April 10
Taco burger, peas, apple quarter, milk.
Tuesday, April 11
Chicken rollup, green beans, fruit cup, milk.
Wednesday, April 12
Hamburger gravy, mashed potatoes, peas & carrots, peanut butter cookie, milk.
Thursday, April 13
Chunky veg. beef soup, grilled cheese sandwich, carrot cake, milk.
Friday, April 14
Fish stix with tarter sauce, french fries, pickled beets, peas, lemon pudding, school-made roll or corn bread, milk.
Monday, April 17
Lasagna, school-made roll, mixed vegetables, applesauce, milk.
Tuesday, April 18
Weiner wrap, cheese, salad, fruit cup, milk.
Wednesday, April 19
Submarine sandwich, cole slaw, banana or orange juice, milk. OR chef salad & roll, milk.
Thursday, April 20
Stew, baking powder biscuit, peach slices, milk.
Friday, April 21
Burritos, green beans, canteloupe & pears, peanut butter brownie, milk.
Monday, April 24
Chicken & noodle casserole, peas, celery stix, apple-crisp, whole-wheat bread, milk.
Tuesday, April 25
Chili, apple slices, crackers, cinnamon roll, milk.
Wednesday, April 26
Chow mein on rice, lettuce salad, pickled beets, peanut butter brownie, bread stix, milk.
Thursday, April 27
Chicken-fried patties, potatoes w/gravy, Jello fruit whip, muffin, milk.
Friday, April 28
Tuna burger & cheese, green beans, peach halves, cranberry-chocolate cake, milk.
Monday, May 1
Spaghetti & meat sauce, tossed salad, hot roll, peaches, milk.
Tuesday, May 2
Grilled cheese sandwich, green beans, carrot stix, oatmeal-raisin cookie, milk.
Wednesday, May 3
Hot beef sandwich, mashed potatoes & gravy, vegetable Jello, peanut butter candy, milk.
Thursday, May 4
Baked chicken, creamed peas & carrots, hot roll, orange wedge, milk.
Friday, May 5
Tuna & noodle casserole, hot roll, cheese wedge, tossed salad, peanut butter cup, ½ apple, milk.

PEANUT PEAR SPICE CAKE

Ingredients
Canned Bartlett pears, diced, drained (reserve syrup) - 4½ quarts
Flour - 6 lbs. OR 1½ gallons
Baking powder - 1½ ozs. OR ¼ cup
Soda - 1½ ozs. OR ¼ cup
Non-fat dry milk - 10 ozs. OR 2 cups
Brown sugar - 10½ ozs. OR 1½ cups
Nutmeg - 1 oz. or ¼ cup
Cinnamon - 1 oz. or ¼ cup
Cloves - 1 tablespoon
Salt (omit if using salted nuts) 2 ozs. OR ¼ cup
Butter or shortening, softened - 3 lbs. OR 1½ quarts
Eggs, beaten - 2 lbs. 11 ozs. OR 24 large
Molasses - 3 lbs. or 1 quart
Pear syrup - 2 quarts
Peanuts, chopped - 1 lb. B ozs. OR 1½ quarts

Directions:

1. Combine dry ingredients.
2. Combine butter, eggs, molasses and pear syrup. Beat until well blended.
3. Beating on low speed, gradually add dry ingredients and continue to beat until blended. Stir in peanuts.
4. Divide batter into two oiled sheet pans (18" x 26").
5. Sprinkle topping mixture evenly over batter. Cover with pears.
6. Bake at 375° until lightly browned, approximately fifty minutes.

Topping:

Butter - 1 lb. or 2 cups
Sugar - 1 lb. 5 ozs. OR 3 cups
Flour - 1 lb. 2 ozs. OR 1 quart ½ cup
Cinnamon - ½ oz. OR 2 tablespoons
Salt - ½ oz. OR 1 tablespoon

1. Combine all ingredients and mix until crumbly. Use as indicated above.

YIELD: 100 portions. 1 piece, 2½" x 3¼" provides approx. ¼ cup fruit.
Recipe courtesy of California School Food Service Assoc.

Monday, May 8
Meatballs & gravy over rice, green beans, hot roll, honey butter, fruit cup, milk.
Tuesday, May 9
Scalloped potatoes w/ham & cheese, tossed salad, peanut butter cookie, milk.
Wednesday, May 10
Weiner wrap, catsup & mustard, pepper stix, buttered corn, applesauce, milk.
Thursday, May 11
Macaroni & cheese, peas or spinach, deviled egg, peach cobbler, roll, milk.
Friday, May 12
Beef stew w/ vegetables, baking powder biscuit, cheese stix, salad bar, ½ orange, milk.
Monday, May 15
Pizza (cheese & sausage), tossed salad, applesauce-raisin cookie, milk.
Tuesday, May 16
Hamburger deluxe (lettuce, tomato, onion, cheese) on bun, celery stix, orange slice, milk.
Wednesday, May 17
Chef salad & roll OR submarine sandwich, fruit cup, milk.
Thursday, May 18
Fish stix w/tarter sauce, whole kernel corn, cole slaw w/raisins, cinnamon roll, milk.
Friday, May 19
Roast beef & gravy, mashed potatoes, roll, relish tray, peach halves, milk.
Monday, May 22
Spaghetti w/meat sauce, green beans, garlic bread, peach half, chocolate chip cookie, milk.
Tuesday, May 23
Baked beans w/ham, cole slaw fiesta, corn bread w/honey butter, fruit cocktail crisp, milk.
Wednesday, May 24
Chicken chow mein on rice, plums, hot roll, fruit Jello, milk.
Thursday, May 25
Bar-B-Q beef on bun, tossed salad, fruit Jello, milk.
Friday, May 26
Sliced turkey, dressing, gravy, buttered peas, cranberry sauce, hot roll, raisin nut cup, milk.
Monday, May 29
HOLIDAY
Tuesday, May 30
Taco burger, spinach, fruit Jello, cake, milk.
Wednesday, May 31
Peanut butter or cheese sandwich, pork & beans, tossed salad, peach slices, milk.
Thursday, June 1
French dip sandwich, french fries, tossed salad, apricots, milk.
Friday, June 2
COOK'S CHOICE

The English Bulletin

LINDA SHADIOW, ENGLISH CONSULTANT

PROFESSIONAL VIEWPOINTS

The Louisiana Commission on Writing recently issued a statement on the teaching of writing. The statement is based on the commission's belief that English teachers need to take the initiative in stating what they believe about writing instead of merely responding to media criticism and lay statements about declining standards and test scores. This statement could be helpful in curriculum committee work this spring and could serve as a model for similar district-evolved statements. Some excerpts:

CONTENT AND METHODS IN WRITING PROGRAMS

1. *Students will not write in a thoughtful and interesting manner if they lack basic thinking skills and a field of experiences from which they can draw when writing.* From pre-school to the secondary level—but especially in the early years—school programs must be developed with specific focus on thinking skills (comparing, contrasting, cause-effect relationships etc.). Since thinking and writing cannot take place in a vacuum, a wide range of experiences must be provided so that students can put their thinking and writing skills to practice. Students must be given personal experiences like field trips and broad exposure to the arts, as well as academic experiences like those provided in classes in science, social studies and mathematics. *All of these experiences can be interwoven in a natural way with the development of students' thinking and writing skills.*

2. *Mastery of details of mechanics must not be demanded before students learn to express their ideas coherently.* The National Assessment of Educational Progress Tests in Writing indicates that students' skills in form and mechanics (punctuation, capitalization etc.) are considerably more advanced than their ability to write mature, adult-length sentences and express their ideas in a logical and coherent manner. The NAEP results underline the need for thinking skills and for training in the ability to write good sentences. Yet the public at large has been conditioned to respond with greater alarm to errors in spelling and mechanics than to the lack of solid thought content and adult writing.

3. *The role of grammar in the writing program must be put in perspective.* Research shows that conventional study of grammar—diagraming, identifying parts of speech etc.—does not affect the quality of writing. In fact, it takes up time that might be devoted to real writing instruction. *New approaches to grammar instruction—methods that make a difference in the way students write—are being developed. Teachers must learn about these methods, through inservice and pre-service training, and put them to use in the classroom.*

EVALUATION OF WRITING

4. *Teachers do not have time for detailed analysis of every student paper in a well-developed writing program.* Word-by-word grading of student papers is sometimes necessary, but no teacher can give students an adequate amount of practice in writing and still grade every paper with traditional red-penciling methods. To add to the dilemma, students tend to write carelessly or not at all when they feel that their work will not be read. *A possible solution lies in recently-developed techniques for rating student papers. As in the area of grammar, teachers must learn*

about new approaches and apply them in the classroom.

5. *A student's writing skills cannot be evaluated by tests that do not involve actual writing.* Standardized tests and other tests that do not require student writing samples are not valid in writing ability, and they should not be used to assess the writing of an individual student. Moreover, such tests encourage teachers to de-emphasize actual writing experiences in the classroom.

6. *Prospective teachers and administrators should be required to demonstrate writing proficiency as a condition of being hired.* Brief writing samples should be a part of every personnel department's teacher-screening process. Similarly, applicants for administrative positions should be required to perform certain writing tasks (like drafting a report for a committee or a statement to the PTA) as part of their application procedures.

WRITING IN THE ENTIRE SCHOOL

7. *Frequently, the general school environment is not a writing environment.* From the middle school upward, a chicken-or-the-egg situation frequently exists, wherein teachers outside of the English class give students "objective" tests (true-false, multiple choice etc.), claiming that students do not write well enough to answer questions in sentence, paragraph or essay form. English teachers claim that students must be required to write frequently in all courses if skills learned in English class are to be applied. *Plans must be mounted for making the total school into a writing environment. Systematic writing-in-the-content-areas programs must be developed at the state, parish and school building levels and in teacher training programs as well.* In the latter, secondary education courses in the methods of teaching various disciplines in the arts, sciences and humanities should include extensive training in the teaching and evaluation of student writing in those content areas.

CLASSROOM ACTIVITIES

1. *Audiences for student writing.* Writing is an interaction between writer, subject and reader. The writer presents information, ideas or experiences in such a way that the reader will understand them, respond to them, benefit from them. Giving students a variety of audiences for their writing can help expose them to different forms and to purposes beyond the anticipated red pencil. Students may write to complain, to express opinions, to seek advice, to ask for changes, to express appreciation, to suggest solutions, to share experiences, to obtain information. The audiences can be grouped into six major categories: peers, known adults, imaginary characters, younger students, specialized audiences. The following list of audiences for student writing was developed from *Inkwell*, Issue No. 22, "Writer and Audience."

library files, elderly, scientists, other classes, agencies, classical musicians, parents, colleges, artists, another school, administrators, galleries, younger students, stores, museums, older students, publishers, resorts, dancers, TV stations, ecologists, writers, radio stations, athletes, poets, radio announcers, journalists, magazine editors, TV announcers, lawyers, hospital patients, community figures, doctors, chambers of commerce, TV characters, social leaders, ad agencies, restaurants, pen pals, local politicians, drama clubs, cartoonists, national politicians, theaters, sales persons, corporations, inventors, relatives, businesses, movie stars, charities, newspaper editors, TV stars, historians, travel agencies, rock stars, homesteaders.

continued on next page

2. *Practice in concrete descriptions.* Put a short sentence on the board ("I left the party and walked home.") and ask all students to expand it into the longest possible sentence without making it awkward or unclear. This gives students practice in sentence variety, vivid language and concrete descriptions. ("Leaving the noisy, crowded, smoke-filled room where the party was reaching a crescendo of dirty jokes and raucous laughter, I walked home slowly through the humid April night, smelling the fragrances of tender, recently-born spring flowers and sensing the inescapable conclusion that something new, exciting and important was about to happen in my life.")

3. *Invent a series of letters.* Develop a correspondence between two people. Date the letters and have each correspondent write at least twice.

4. *Evaluate other student writing.* Contract a teacher at another school and get copies of student themes. Ask your students to read, evaluate and grade papers. Have them give a written justification for the grade they arrived at. This can evolve into a class discussion about the criteria for good writing. Using papers from another school will remove the roadblocks of known peer evaluation.

5. *Enjoy student poetry.* Students in Rapelje have completed their first collection of poetry, "Some Mountains Go Crazy." They participated in working on layout and illustration, as well as the poetry. The poems may inspire similar projects in your classes or may add "word handling" ideas to your classroom repertoire. (This booklet can be ordered from Prairie Advocate, P.O. Box 104, Rapelje, 59064, \$2.)

6. *Create a 51st state.* Using scratch paper or butcher paper have students create a "state" of poetry or fear or happiness. They could label rivers, mountains, towns etc. and could describe their state and its inhabitants as their maps evolve.

RESOURCES

Schaff, Joanne. *The Language Arts Idea Book*. Santa Monica: Goodyear Publishing Company, 1976.

Zavatsky, Bill and Ron Padgett, ed. *The Whole Word Catalog 2*, New York: McGraw Hill, 1977.

NCTE Committee on Classroom Practices. *Classroom Practices in Teaching English 1977-78*. Urbana, IL: NCTE, 1977 (Order No. 06870J, \$4.75).

Koch, Carl and James Brazil. *Strategies for Teaching the Composition Process*. Urbana, IL: NCTE, 1977 (Order No. 47518).

Cooper, Charles and Lee Odell. *Evaluating Writing*. Urbana, IL: NCTE, 1977 (Order No. 16221J, \$5.75).

"The Idea Factory" is a quarterly newsletter specifically for middle school and junior high school language arts teachers. It is full of practical classroom suggestions and has a special emphasis on creative writing. Items for the newsletter come from members of the Junior High/Middle School Assembly of NCTE. A \$5 membership in the assembly includes a subscription to the newsletter. Memberships are available from Ms. Nancy Broz, 7 Treaty Elms, Haddonfield, NJ, 08033.

"The Writing Lab Newsletter" is intended for persons interested in the exchange of useful information on materials, instructional methods etc.; questions of concern to lab personnel which could be answered by readers and suggestions or comments on evaluation techniques, budgets, staffing structure, record keeping etc. Contributions of about 200 words are encouraged. For a subscription, send \$2 to "Writing Lab Newsletter," c/o Muriel Harris, Writing Lab Director, Department of English, Purdue University, West Lafayette, IN 47907.

RITA BROWNLEE
READING CONSULTANT

reading newsletter

DATES TO REMEMBER

May 1-5 International Reading Association Annual Convention, Houston, TX. Registration packets can be obtained from: IRA, 800 Barksdale Road, Newark, DE 19711.

July 31-August 4 Reading Coordinator training sponsored by the Office of Public Instruction. For further details contact Rita Brownlee, Reading Consultant, Office of Public Instruction, Capitol, Helena 59601, 449-2438.

FOR YOUR INFORMATION

A SURVEY has been sent to all secondary schools asking for information about any kind of reading program being conducted in the 7-12 grades. The Office of Public Instruction will use the material gathered in a publication for schools in Montana wishing to plan or evaluate a reading program in those grades.

Does your school have a PROMISING PROGRAM or practice in reading? We are looking for programs/practices to share with others in the state.

In February a brief questionnaire was sent to all schools. If you have a promising program or practice and did not receive the questionnaire, please write this office and we will send one to you.

THE DEADLINE for applications to participate in the Reading Improvement Program is May 15. The program is designed to train a designated individual from a school district to conduct a needs assessment in the district and plan a staff development training program to improve reading instruction. The only obligation to the district is released time for the person to attend the training sessions throughout the year. The Office of Public Instruction will pay travel and per diem to attend the sessions.

IDEA SWAP

INCREASING YOUR VOCABULARY. Teachers are always looking for different ways to classify words thus making it easier for children to learn new vocabulary. Here are some examples in categories as suggested by Patricia Carroll. SOUND words - bang, growl, groan, shriek, gurgle, hiss, pow, hoot, splash, mumble.

SIGHT words - blurred, dim, pale, magnify, bright, misty, gleam, ugly, shine, clear. TOUCH words - bristly, juicy, furry, goeey, crisp, squishy, tingle, hot, rough, damp.

TASTE words - acid, tangy, bitter, sour, tasty, gingery, stale, peppery, sugary, yummy.

SMELL words - fragrant, rancid, stink, moldy, odorless, spicy, whiff, putrid, perfumed, sweet-smelling.

BIGFOOT. The best way to become a good reader is to read. A motivational program to encourage reading is "Bigfoot," in which students receive a colorful, contact-paper footprint for each book they read. The footprints then create a path, leading from the classroom, down the halls to the library. On the student's arrival at the library, the child is permitted to sign the "Bigfoot Poster."

FINISH THE VERSE. Ask the children to choose a nursery rhyme and make up their own endings. It is not essential that the words rhyme. Example:

Jack and Jill went up the hill
To fetch a pail of water
But when they got there
The dinner bell rang,
So they ran back home again.

Older children may delight in finding new rhymed lines for familiar verses.

VOWEL CODE. Write a sentence on the board, but eliminate all vowels in the words. Let the children try to guess what the sentence says. Example: Y cn rd wtht vwls f y wrk hrd. Smtms t's sy, smtms t's hrd! (You can read without vowels if you work hard. Sometimes it's easy, sometimes it's hard.)

FILL IN. This exercise can provide spelling and word recognition practice. Using words from a designated section of the text, write a series of initial letters followed by a dash (ex. A ____ b ____ e ____ s ____.) Children then try to fill in missing letters that make sense. All words must be from the text. The sentence might be "All birds eat seed."

FOOD FOR THOUGHT

Charles the Fifth had a tremendous empire over which to rule—Spain, the Netherlands, Sicily, Naples, Austria, Germany and Spain's colonies in the New World. The sway of Alexander, alone, is to be compared with that which was within the grasp of Charles.

He started in at his huge job at the age of 16. He stuck to it until he was quite old, then one day, becoming tired of the tinsel and show of a king, he handed over his empire to his two sons, loaded up a caravan of carts with all the clocks that he could buy, beg, or borrow and hied himself off to a community of monks in a lost corner of Spain.

There between lauds and matins and vespers he spent the remainder of his life trying to make the clocks keep time together. This he was never able to do.

"How foolish I have been," he said one day, "to try to make men think and do and move together, when I can't even make two clocks agree." And having gained the wisdom, he stopped striving to make either clocks or men work in unison, and spent the last days of his life in peace and happiness in the old monastery in a remote corner of Spain.

It has been over three centuries since Charles the Fifth learned this lesson about men and clocks. It has been over two centuries since we began teaching children to read. Perhaps we are just beginning to realize how foolish we have been in thinking that children should "think and do and move together" in learning to read.

Quote from International Reading Association publication. "The Role of the Teacher, Parent, Reading Specialist and Administrator in Developing Successful Reading Programs." Page 14.

FOR YOUR INFORMATION

The individuals participating in the Office of Public Instruction's reading improvement program were in Helena, March 13-15 for a training session involving leadership and change-agent skills. Dr. Maureen Uilrich and Professor Perry Roys, from the University of Montana School of Business, conducted this session.

The Great Books Foundation conducted a workshop in Lewistown April 3 and 4 on interpretive reading. This workshop exposed the participants to a method of teaching reading using trade books. A system of evaluating students' reading, different levels of comprehension, and various questioning techniques were presented.

CONSULTANT GARY HALL

Science & Math

METRIC MATERIALS

The following metric publications have been screened by the Metric Education Technical Support program for general acceptability. Teachers may find them helpful.

Educator's Guide to Metrics for Clothing Construction, 8 pp., \$.25, Coats and Clarks' Consumer Educational Affairs Department, P.O. Box 1966, Stanford, CT 06902.

All Together Now - Teach Metrics, 1976, 55 pp., \$2, and *Criterion Referenced Metric Tests, Levels K-8, Form A*, \$1, Instructional Materials Development Center, 2720 S. Main St., Winston-Salem, NC 27107.

Let's Go Metric, 1977, \$2.50, and *Make it in Metric*, 1977, 50 pp., \$2.50, Metro Cooperative Educational Service Agency, ATTN: Harriet Harman, Publications Dept., 2268 Adams Drive NW, Atlanta, GA 30318.

Metric Measurement Activity Cards, \$2, National Council of Teachers of Mathematics, 1906 Association Drive, Reston, VA 22091.

Home Economics - Junior High, \$1.50; *Industrial Arts - Junior High*, \$2; *Olympometrics*, 40 pp., \$1.50 and *Parent Workshop Guide*, \$2.50, Wayne-Westland Community Schools, Project METRIC, 646 N. Wayne Road, Westland, MI 48185.

FREE MATERIALS

Anyone wishing to receive copies of the following free information should contact Gary Hall unless otherwise noted:

The Metric System: A Bibliography of Instructional Materials, 1975 rev., 31 pp., Indiana Dept. of Public Instruction.

Puzzles and Games in the Classroom, *A Bibliography of Recreational Materials for Elementary Mathematics*, 1972, 8 pp., by Robert Whipple.

Teaching Elementary Mathematics Using Laboratory Approaches, 1973, 12 pp., Office of Public Instruction, Helena.

PREP Report No. 30 - Teaching Resources for Low-Achieving Mathematics Classes, 1970, 34 pp., HEW.

Math for the Motivated, 2 pp., D & R Report, Vol. 1, No. 9.

Selected Mathematics Curriculum Alternatives, 1973, 32 pp., Office of Public Instruction, Helena.

A Bibliography of Free & Inexpensive Energy Education Materials, 8 pp., People & Energy Project, Washington, D.C.

Montana Renewable Energy Handbook, 1977, 36 pp., Montana Energy Advisory Council. Also available are several energy packages containing objectives, concepts, references and activities which are designed for integration into existing K-12 science curricula, and a limited number of Montana energy maps prepared by the Department of Earth Science at MSU for the Montana Energy Council.

The Department of Energy has developed a series of units, *Your Energy World*, for energy education, grades 4-6, in conjunction with the Office of Conservation and Solar Application. The first unit deals with an overview of energy resources and problems. Three units emphasize energy-saving opportunities. Eighteen spirit-duplicating-master sheets of student activities are contained in the series. Single copies of *Your Energy*

World are available without charge from the Department of Energy, Technical Information Center, P.O. Box 62, Oak Ridge, TN 37830.

For an annotated list of other available classroom material, contact the Division of Education Programs, Department of Energy, 400 First St. NW, Washington, D.C. 20545.

The Department of Technology and Society Newsletter announced the following free materials available to teachers for grades 4-10:

Edison Experiment, 30 pp., 14 experiments.

Edison Inventions and Related Projects, 30 pp., 4 experiments.

Electrical and Chemical Experiments from Edison, 30 pp., 12 experiments.

Electrical Experiments You Can Do, 28 pp., 20 experiments.

Energy Conservation Experiments You Can Do from Edison, 32 pp., 11 experiments.

How to Build Five Useful Electrical Devices, 30 pp., 5 experiments.

Nuclear Experiments You can Do from Edison, 32 pp., 8 experiments.

Selected Experiments and Projects from Edison, 32 pp., 10 experiments.

Send a postcard to Mr. David Schantz, Charles Edison Fund, 101 S. Harrison St., East Orange, NJ 07818, for each booklet requested.

ADOPTION GRANTS

Fifteen math-science adoption grants are available through ESEA IV-C for local school districts providing funds for school personnel to adopt a project and begin its implementation. Many validated projects, some of which are designated to maintain the capability for training teachers from other school districts, have been highly successful in meeting identified student needs. Adoption grant proposals will be reviewed September 29 and January 5. Those interested in adopting a grant should write or call the ESEA IV Division, Office of Public Instruction, 449-2059.

Listed below are the math and environmental science projects available for adoption by Montana school districts.

MATH:

Project Catch-Up, Newport Beach, CA; a diagnostic-prescriptive laboratory program in math or reading.

Conceptually-Oriented Mathematics Program (COMP), Columbia, MO; a sequential small-group mathematics program designed to meet the needs of all children.

Diagnostic Prescriptive Arithmetic (DPA), Staten Island, NY; a basic arithmetic program for children operating at an instructional level from grades 1-6.

HIT: High Intensity Tutoring, Highland Park, MI; an individualized instruction program for 6th, 7th and 8th grade students identified as deficient in basic, grade-level math or reading skills.

Pre-Algebra Development Centers, Chicago, IL; a basic conceptual-computation skills program in math designed to prepare students for success with algebra at the high school levels.

STAMM: Systematic Teaching and Measuring Mathematics, Lakewood, CA; a complete math competencies curriculum for kindergarten through algebra II, trigonometry, including alternative high school courses.

Project Understand, Arlington, MA; a program to help strengthen math, reading and language skills in children grades K-6 who need a supplementary learning experience.

ENVIRONMENTAL SCIENCE:

Ah-Nei, the Special Classroom, Billings; an outdoor classroom study site and program designed to meet the environmental science needs of students, K-6.

Curriculum Modification Through Environmental Studies, Jensen Beach, FL; sequential, hands-on, field-oriented study of an estuarine ecosystem similar to the natural system and the effects of human interaction with it.

Project Ecology, Seattle, WA; a project that infuses ecological concepts and career information into the learning world of children, requiring no major change in the classroom.

ECOS Training Institute, Yorktown Heights, NY; a program offering workshops designed to assist diverse, local school districts to infuse environmental or career education components into their curriculum.

Project ICE (Instruction, Curriculum, Environment), Green Bay, WI; an environmental science program, K-12, which encompasses a concept-based, integrated, interdisciplinary approach.

Project KARE (Knowledgeable Action to Restore Our Environment), Blue Bell, PA; an environmental studies approach based on investigating real environmental concerns in local communities using interdisciplinary learning activities.

Pollution Control Education Center - Priority One: Environment, Union, NJ; an interdisciplinary, environmental science program focusing on values-clarification and decision-making.

County Superintendent: Student services

Whenever there are activities involving school children—in spelling bees, declamation and oratory contests, poster making, essay writing, play days and track meets, scholarship committees etc.—there you usually will find a county superintendent planning, coordinating, supervising, judging or whatever, lending a helping hand in a variety of endeavors, all geared toward adding to the supplementary experiences in which students might participate and grow.

A county superintendent could be called a "promoter par excellence" for such projects as National Library Week, Arbor Day, 4-H displays and fairs, physical fitness programs, music festivals and athletic tournaments. Information regarding these activities is often channeled from the county office to the schools. The county official frequently gives much volunteer time and know-how to such events.

County courthouses are vulnerable targets for a myriad of agencies for statistics of all kinds, as well as requests for information from private individuals. The "statistical expert" in whose hands these requests finally fall is nine times out of ten the county superintendent. The data, whether information on the history, population, schools, industry, recreation etc. of the county for a California or Iowa eighth grader doing a social studies paper, or a request for birth information for the welfare department, is searched out and sent on its way.

College-bound students seeking information regarding entrance requirements, scholarships, loans, applications and financial aid often find answers in the county office. Information pertaining to correspondence schools, GED, youth corps and vo tech also may be obtained from the county superintendent who makes referrals to the proper agency.

Also in the category of student services is the county superintendent's involvement with special education, regional services, testing and guidance. Readiness, achievement and mental ability testing often is implemented through this office. Arrangements for psychological testing and evaluation may be made and the office serves in a cooperative capacity as needed.

Many county superintendents assist in the area of employment and training of drop-outs or those in need of guidance and vocational skills. Often this guidance takes the form of being a listener when a young adult drops by in search of his or her niche in life. An alert listener may be able to steer the searcher toward a solution.

A county superintendent's role is a many-faceted one, not the least of which is the role concerned with students here discussed briefly. Each of the 56 role players could no doubt add numerous "bit-parts" to the above characterization of that county official whose sometime-title is the "County Supe."

by Jean Ellison,
Meagher County

Litter Control Program offered

A new three-part classroom program, including a resource guide for teachers, now is available to Montana educators in connection with a new litter-control system that is being introduced throughout the state.

The comprehensive school module consists of a 38-page curriculum guide for elementary grades, a 40-page guide for secondary schools—both titled *Litter Control*—and an 18-page teachers' manual, *The Anatomy of Litter*.

Offered without charge by the United States Brewers Association, the program is a major element of "Pitch-In for Positive Litter Reduction," which was tested in 12 U.S. cities during the past four years and resulted in litter reductions up to 70 percent in the test sites.

Like the litter-control system it-

self, the school module is based on extensive research and was prepared initially for use in the Washington, D.C. public schools. It is the outgrowth in part of a study conducted among school children in the early 1970s. That study showed: 1. One out of every five youngsters is not concerned about a city's appearance; 2. Children in elementary grades are not responsive to initial basic education about litter control; 3. In litter education, children learn more by doing than listening.

Using this research, a program was developed to make students aware of the urgent need to reduce litter and to provide instruction in how to achieve that goal through a combination of traditional teaching methods and interdisciplinary, "learn-by-doing" techniques.

Complete with student performance objectives as well as pre- and post-testing, the classroom materials include study of the seven sources of litter, the dynamics of litter and the components of an effective city or countwide litter-reduction system.

Those components are updated ordinances, improved refuse collection, law enforcement and continuing public education. Litter dynamics cover the effects of wind, rain and other factors on the movement of litter.

A major research finding, also included in the materials, is that litter results not only from pedestrian and motorists but from five other sources—improper household refuse putouts, improper commercial putouts, loading and unloading operations, uncovered trucks and con-

struction sites.

The curriculum module was developed as a cooperative activity of the District of Columbia public schools and the Department of Environmental Services. It can be used "as is" or adapted by Montana educators.

More than 400 cities and counties in the U.S. are now implementing the Pitch-In for Positive Litter Reduction program. There are several of these programs now in the planning stage in Montana and three or more will be in operation before the end of April.

For further information write to Edward Eschler, Environmental Education Consultant, Office of Public Instruction or Stanley Hanson, Regional Representative, U.S. Brewers Association, Inc., P.O. Box 583, Helena 59601.

CLASSIFIEDS

Bicycle safety packet peddled

A bicycle safety teaching packet titled "A Bicycle Built for You" is available free to elementary teachers from the Office of Public Instruction. This very usable activity packet, developed by the U.S. Consumer Product Safety Commission, is geared for ages 7-12 and contains a teacher's guide and six duplicating masters. Each master has a specific bicycle safety objective with supporting background material in the teacher's guide. Emphasis is on parts of a bicycle and the function of each part; proper maintenance; parent involvement; good bike driving behavior; basic safety rules concerning bicycle operation; hazard identification and a drill on rapid reaction. Quantities are limited. Get your copy from Elementary Safety Education Coordinator, Office of Public Instruction, Capitol, Helena 59601.

Districts subject to minimum wage laws

According to the Labor Standards Division in the Department of Labor and Industry, school districts are subject to the Montana minimum wage laws and their overtime provisions. However, the districts are not affected by the change in the federal minimum wage law.

The present Montana statute provides that employees must be paid at least \$2 per hour for the first 40 hours worked during each work week and time and one-half the employees' regular hourly rate of pay for all hours worked in excess of 40 each work week.

When computing the total number of hours worked by an employee, the employer must include all hours worked by the employee for the employer. For example, in the case of a school custodian who also drives the school bus, the total hours worked during the work week are the hours worked as custodian plus the hours worked driving the bus.

Further information regarding the minimum wage laws may be obtained by writing the Labor Standards Division, Box 202, Capitol Station, Helena, or by calling 449-5600.

NCSS needs teacher associates

The National Council for the Social Studies through its Teacher Associate Program is soliciting applications for two positions.

The Teacher Associate Program is designed to provide leadership experience for classroom teachers and to offer an opportunity for social studies teachers to extend their professional backgrounds. The position of teacher associate involves interesting work with the Council Development Program. Extensive travel is required (usually on weekends) to state and local councils to assist them with organizational development and to provide field services.

NCSS will provide a stipend equal to one half of the teacher's salary up to \$7,000. The teacher's school system is expected to provide one half of the salary and to maintain fringe benefits. No cost-of-living adjustment for the Washington, D.C. area will be made, and no moving expenses will be covered. However, it may not be necessary to move.

Applicants should have a minimum of five years of teaching experience; a strong interest in working with colleagues in a membership services program; excellent communication skills and flexibility in handling a wide range of situations.

Persons interested should write to the National Council for the Social Studies, Suite 400, 2030 M Street, NW, Washington, D.C., 20036, for an application. The deadline for submitting applications is May 1. Successful applicants will be notified after June 1.

OPI hotline activity

Christy Shandy, Reception/Referral Desk Manager, transferred 1,828 hotline calls from Montana educators and citizens to the Office of Public Instruction staff during the month of March.

Learn not to burn

STOP, DROP AND ROLL

Contributed by Bruce Hadella,
Montana Fire Services Training School, Great Falls

If your clothing catches fire STOP, DROP to the floor, cover your eyes and ROLL over and over. If possible, wrap yourself in a wool blanket, coat, rug or heavy drapes and roll on the floor. DO NOT cover your head with the blanket etc., because you might inhale some toxic smoke.

If someone else's clothing is on fire, get them to the ground any way necessary. Wrap the person in a heavy coat, blanket etc. to smother the fire.

When the fire is out, cut away any material around the burned area but if the material is sticking to the skin, leave it intact for the hospital staff to remove.

Immerse the burn area in cool tap water. This stops thermal injury that continues after the flame is gone. It also reduces swelling and scarring and helps to ease the pain. DO NOT use butter or any ointments. If the burn area is large, loosely cover the person with a clean sheet. Keep the victim lying down and watch for signs of shock.

For further information, audiovisual aids or a class at your school on this and other fire safety contact: Bruce Hadella, Montana Fire Services Training School, 2100 16th Ave. S., Great Falls 59405, 761-7885.

Language lesson offered

A course of interest to language teachers will be offered at the University of Montana, June 19-23. The course titled "Sameness and Differences in Language—Especially for Teachers" is for 3 credits and will be taught by O.W. Rolfe, Anthony Beltramo and Helga Hosford.

For further information contact the University in Missoula at 243-0211.

Teacher scholarships available

Montana public school teachers with one year of classroom experience are eligible to apply for six \$300 summer school scholarships available from the Scottish Rite Foundation of Montana. Application forms and further information are available from the Scottish Rite Scholarship Committee, Box 4879, Helena 59601. Application filing date deadline for the 1978 summer school scholarships is April 10.

Forum features federal functions

An unusual and exciting opportunity to observe the federal decision-making process firsthand is offered to educators and other professionals by The Federal Forum in Washington, D.C. Three two-week sessions bring participants into active contact with those who create and influence national policy, through question-and-answer seminars, visits to various federal institutions and discussion groups.

Three hours of graduate credit are offered by the University of Virginia's School of Continuing Education for satisfactory completion of course requirements.

Class dates for the 1978 Federal Forum are: Class I, June 18-July 1; Class II, July 2-15; and Class III, July 16-29. Tuition for the two weeks (including accommodations in a leading, Washington-area hotel) is \$400, plus a \$90 fee should the option for credit be taken. Under IRS rulings, any expenditure used for professional enhancement but not in preparation for a new career is tax-deductible.

For further information, please write: The Federal Forum, P.O. Box 19084, Washington, D.C. 20036.

Precision teaching workshop slated

The Great Falls Precision Teaching Project staff will conduct intensive follow-up training and awareness workshops on May 9 at Fairmont Hot Springs and May 11 at the Outlaw Inn, Kalispell. Both sessions will be held from 9:00 a.m. to 3:30 p.m.

For more information, please contact Precision Teaching Project, 801 2nd Ave. No., Great Falls 59401, 791-2270.

APT sponsors essay contest

The Alcoholism Prevention Trust is sponsoring an essay contest open to junior high and high school students in Montana. The Chinook-based trust advocates responsible freedom of choice in the legal use of alcoholic beverages for those not addicted to the drug.

Entries which are submitted should address some aspect of alcohol abuse stressing public awareness, personal understanding and community prevention.

First, second and third place cash prizes totaling \$1400 will be awarded to winners in both the junior high and high school divisions.

All contest entries must be postmarked before midnight May 30. Contest winners will receive their prizes next fall.

Further information may be obtained by writing Alcoholism Prevention Trust, Essay Contest 1978, P.O. Box 23, Chinook 59523.

Public invited to vo ed meeting

The Montana Advisory Council for Vocational Education will hold a public meeting on "Vocational Education and Manpower Needs" in Billings on May 11 and 12. The meeting will be held at the Northern Hotel, Broadway at First Ave. North. Registration will begin at 1 p.m. on Thursday. Following the afternoon session, an evening dinner meeting at 7:30 p.m. will conclude the first day with guest speaker, Governor Thomas L. Judge. The meeting will resume at 8 a.m. on Friday with registration and second sessions beginning at 8:30 a.m.

The public is urged to attend the meeting. Reservations for the evening dinner on May 11 must be confirmed with the Advisory Council Office by May 8. For further details write the MACVE Office at P.O. Box 4789 in Helena or phone 449-2013.

Great Falls festival features art & artists

Student-generated color, movement, visual arts, multi-media and poetry all will combine for learning and excitement on Friday and Saturday morning April 28 and 29 during the Junior Interscholastic Arts Festival sponsored by the Montana Institute of Arts.

The festival will be held at the Paris Gibson Square Art Center in Great Falls where approximately 350 student-entered art works and creativity representing 26 Montana communities will be displayed.

Students who attend will have the opportunity to work with the 14 practicing and performing adult artists who will be there to share skills, insights and inspiration.

All student works submitted in multi-media, sound, movement, visual arts and creative writing have been accepted and none will be publicly judged or adjudicated. General gallery discussions are scheduled and students may request private critiques from the professional artist staff in attendance.

Additional experiences and tours such as the viewing of student art work at the College of Great Falls, the touring of the new Great Falls Vo Tech Center and programmed entertainment have been planned.

Cost (other than travel) will be minimal—\$7 per student—for "bed and board" if bedrolls in the gym and simple meals are acceptable.

The entire event will be documented by color slides which will be made available for a nominal price.

For more information write Jim Poor, Art Coordinator, Great Falls Public Schools, P.O. Box 2428, Great Falls 59403.

MONTANA ART EDUCATION ASSOCIATION IS WELL AND WORKING!

Following the Junior Interscholastic Arts Festival in Great Falls, a meeting of the Montana Art Education Association (MAEA) will be held from noon Saturday, April 29 through Sunday April 30. The agenda will include plans for the fall annual conference, the transfer of responsibilities to the newly-elected officers, and considerations pertinent to the upcoming Montana legislative session.

Business Ed Week scheduled at WMC

A unique program to teach high school students and teachers the principles and facts about business and America's economic system is being developed by the Resource Education Foundation of Helena.

Titled "Business Education Week," the program will be held at Western Montana College on July 9-15 with the Superintendent of Public Instruction, the Montana Chamber of Commerce and the college as cooperators.

Superintendent Georgia Rice explains that this program will benefit Montana's high school students and teachers through its unique curriculum which offers instruction from experienced and successful business people.

The week-long program will include formal speeches and panel discussions led by business leaders as well as informal debates in smaller groups. Students also will participate in a computer game designed to give simulated experiences in management decisions. Throughout the week, advisors recruited from the business community will be available to students for clarification of issues and subjects.

Several benefits can be derived from the program. Not only will a large number of students (300 high school juniors) learn about business in an intensive and practical way, but high school teachers (60) acting as counselors also will become more knowledgeable about the competitive enterprise system and how it

works.

The Office of Public Instruction will be distributing information and applications for the program to high school principals, teachers and students to encourage active support for the week.

Scholarships contributed by businesses and associations of \$120 will cover the costs of meals, dormitory space, program materials and activities for one student or teacher. Teachers also will receive a \$100 stipend for their participation by the Resource Education Foundation. The Montana Chamber of Commerce is soliciting these scholarships for the planned attendance of 360 students and teachers.

Western Montana College, in addition to supplying its facilities and many materials, will make graduate or undergraduate credit available to teachers who act as counselors and to participating high school students under its Special Attendance Program.

Information about the Business Education Week will be mailed to all schools early in April. Deadline for applications is May 1 and all candidates will be notified by June 1 of their acceptance.

Further information can be obtained from Cindy Price, Business Education Week Coordinator for the Resource Education Foundation at 400 Ryman, Missoula 59801 or from William Fife, Office of Public Instruction, Capitol, Helena 59601 or call 449-3126.

Great Expectations Band will give upbeat to CECC convention

The Great Expectations Band, Great Falls School District No. 1's special education band has been invited to give a three-hour evening performance to over 10,000 international delegates at the National Convention of the Council for Exceptional Children in Kansas City, MO, May 2-5.

The band is a model program in the arts for the handicapped in that students learn to read standard musical notation through intensive precision teaching methods. Other special education bands exist throughout the nation but depend on coded musical systems of notation as learning devices.

During their March 8 meeting, the school board unanimously approved permission for a fund-raising drive to obtain the \$7,104 necessary to transport the 25-member band, three adult chaperons and Band Director Larry Williams to the convention.

Koreans gather children's art

The Korean Childrens Center is sponsoring the 20th World School Childrens Art Exhibition. The exhibition will be held Oct. 28 at the Korean Childrens Center, the Yook Young Foundation, Seoul, Korea, under the patronage of the Ministry of Cultural and Information, Ministry of Foreign Affairs, Ministry of Education, Korean National Commission for UNESCO, and the Republic of Korea National Red Cross.

The purpose of this event is to promote mutual understanding and friendship among the children of the world through the exchange of their art works.

Montana elementary school children have been invited to participate in this world cultural event.

For further information, please contact the Korean Childrens Center, San 3-39, Neungdong, Seongdong-ku, Seoul, Korea or C.P.O. Box 1611 Seoul, Korea.

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From the SUPERINTENDENT



GEORGIA RICE

The theme of the State Superintendent's Annual Administrators' Conference held earlier this month was "Competency Education." Educators from Montana and several other states met to discuss and "compare notes" on competency education programs.

Although diverse and challenging discussions were held on that subject, a common goal seemed to unite the entire group. Certainly, all educators are interested in and dedicated to providing a meaningful education for students. But, in addition, educators want to provide an education which challenges young minds, develops their unlimited potential and encourages scholastic excellence.

I would hope that we as educators would not limit our efforts by merely assessing a student's educational career in terms of only test scores. May we all work toward providing an education which stresses pride in academic achievement, interest in lifelong learning and the development of each individual to his/her fullest potential.

Calendar

- | | |
|-------|--|
| May 1 | Montana Traffic Education Assoc. Annual Conference - Helena |
| 1 | Law Day |
| 1-5 | International Reading Assoc. 23rd Annual Conference - Houston, Tex. |
| 1-6 | DECA Junior Collegiate Nat. Career Development Conference - Washington, D.C. |
| 6 | Business Ed Day
MSU, Bozeman |
| 6-7 | Montana Library Assoc.-School Library Media Division - Kalispell |
| 6-7 | State Solo & Ensemble Festivals
Billings & Missoula |
| 7-12 | Nat. High School DECA Career Development Conference - Washington, D.C. |
| 29 | Memorial Day |

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May

Inside-Out

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23 COMMUNITY ED AT LIBBY

4 INDIAN ED CONFERENCE
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5 HISTORIC CASES ON FILM
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678 NEWSLETTERS

9 CO. SUPT.'s COLUMN
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718

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